



Correlation to the **Common Core State Standards**

Literacy By Design
© 2010
Grade 1

**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

Houghton Mifflin Harcourt
Literacy by Design

correlated to the

Common Core State Standards Initiative for English Language Arts
Grade 1

Standard	Descriptor	Citations
Reading: Literature		
	Key Ideas and details	
1.	Ask and answer questions about key details in a text.	Comprehensive Teacher's Guide: 40–41, 46–47, 304–305, 310–311, 312–313, 314–315, 322–323, 326–327, 328–329, 358–359 Small Group Reading Teacher's Guide: 3, 43, 53, 163, 168, 218
2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Comprehensive Teacher's Guide: 404–405, 410–411, 412–413, 414–415, 416–417, 420–421, 422–423, 426–427, 428–429, 456–457 Small Group Reading Teacher's Guide: 18, 33, 268, 303
3.	Describe characters, settings, and major events in a story, using key details.	Comprehensive Teacher's Guide: 86, 224, 350, 356 Small Group Reading Teacher's Guide: 59, 94, 124, 284, 294, 299

Standard	Descriptor	Citations
	Craft and Structure	
4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Comprehensive Teacher's Guide: 74–75, 80–81, 82–83, 84–85, 86–87, 90–91, 92–93, 96–97, 98–99, 126–127
5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Comprehensive Teacher's Guide: 58, 124, 190, 290, 312, 322, 388, 454, 520 Small Group Reading Teacher's Guide: 24, 114, 120, 145, 149, 150, 155, 159, 160, 184, 185, 190, 195, 200, 224, 230, 235, 240, 265, 270, 275, 280, 310, 315, 320
6.	Identify who is telling the story at various points in a text.	Comprehensive Teacher's Guide: 207, 213
	Integration of Knowledge and Ideas	
7.	Use illustrations and details in a story to describe its characters, setting, or events.	Comprehensive Teacher's Guide: 416 Small Group Reading Teacher's Guide: 44, 259
8.	(Not applicable to literature)	N/A
9.	Compare and contrast the adventures and experiences of characters in stories.	Small Group Reading Teacher's Guide: 123, 208
	Range of reading and Level of text Complexity	
10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Comprehensive Teacher's Guide: 26, 28, 126, 160, 292, 324, 358, 424, 490 Small Group Reading Teacher's Guide: 4, 19, 44, 69, 289, 304, 309, 319

Standard	Descriptor	Citations
Reading: Informational Text		
	Key Ideas and details	
1.	Ask and answer questions about key details in a text.	Comprehensive Teacher's Guide: 48–49, 50–51, 52–53, 56–57, 58–59, 62–63, 64–65, 94–95, 316–317, 320–321 Small Group Reading Teacher's Guide: 193, 223, 313
2.	Identify the main topic and retell key details of a text.	Comprehensive Teacher's Guide: 404–405, 410–411, 456–457 Small Group Reading Teacher's Guide: 18, 33, 268, 303
3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Comprehensive Teacher's Guide: 8–9, 14–15, 60–61, 272–273, 278–279 Small Group Reading Teacher's Guide: 78, 108, 158, 228, 233, 248, 283, 318
	Craft and Structure	
4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Comprehensive Teacher's Guide: 13, 45, 111, 177, 306, 308, 309, 375, 441, 472
5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Comprehensive Teacher's Guide: 58, 190, 322, 388 Small Group Reading Teacher's Guide: 145, 150, 155, 190, 195, 200, 230, 235, 240, 275, 310, 315, 320
6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Small Group Reading Teacher's Guide: 105, 190, 193, 195, 200, 313, 315, 320

Standard	Descriptor	Citations
	Integration of Knowledge and Ideas	
7.	Use the illustrations and details in a text to describe its key ideas.	Comprehensive Teacher's Guide: 8, 40, 74, 106, 140, 172, 206, 238, 272, 304, 338, 370, 404, 436, 470, 502 Small Group Reading Teacher's Guide: 10, 24–25, 44, 74, 105, 110, 115, 193, 263, 270, 313
8.	Identify the reasons an author gives to support points in a text.	Small Group Reading Teacher's Guide: 3, 43, 53, 223
9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Small Group Reading Teacher's Guide: 58, 78, 233
	Range of reading and Level of text	
10.	With prompting and support, read informational texts appropriately complex for grade 1.	Comprehensive Teacher's Guide: 60, 192, 258, 390, 522 Small Group Reading Teacher's Guide: 24, 29, 34, 39, 64, 69, 74, 79, 109, 114, 119, 144, 149, 154, 159, 184, 194, 199, 224, 229, 234, 239, 264, 269, 274, 279, 309, 314, 319

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
	Print Concepts	
1.	Demonstrate understanding of the organization and basic features of print.	
a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Comprehensive Teacher's Guide: 184, 250, 316, 514 Small Group Reading Teacher's Guide: 34, 99, 214, 229, 239, 244, 314
	Phonological awareness	
2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a.	Distinguish long from short vowel sounds in spoken single-syllable words.	Comprehensive Teacher's Guide: 8, 14, 16, 17, 18, 20, 32, 56, 58, 60, 61, 62, 64, 90, 92, 94, 95, 96, 98, 122, 124, 126, 127, 128, 130, 156, 158, 160, 161, 162, 164, 354, 356, 358, 359, 360, 362, 420, 422, 424, 425, 426, 428
b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Comprehensive Teacher's Guide: 106, 114, 122, 126, 206, 214, 304, 312, 370, 378, 486, 490, 502, 510 Small Group Reading Teacher's Guide: 1, 6, 21, 36, 41, 51, 66, 71, 76, 91, 101, 111, 126, 146, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311, A36
c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Comprehensive Teacher's Guide: 74, 82, 172, 180, 272, 280, 420, 424 Small Group Reading Teacher's Guide: 31, 131, 166
d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Comprehensive Teacher's Guide: 90, 94, 122, 126, 188, 192, 288, 292, 404, 412, 502, 510 Small Group Reading Teacher's Guide: 1, 11, 16, 21, 26, 36, 46, 56, 61, 66, 71, 101, 106, 111, 116, 121, 126, 141, 146, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311, A36

**Houghton Mifflin Harcourt *Literacy by Design* correlated to the
Common Core State Standards Initiative for English Language Arts, Grade 1**

Standard	Descriptor	Citations
	Phonics and Word recognition	
3.	Know and apply grade-level phonics and word analysis skills in decoding words.	
a.	Know the spelling-sound correspondences for common consonant digraphs.	Comprehensive Teacher's Guide: 206, 212, 214, 215, 216, 218, 230, 518, 520, 522, 523, 524, 526 Small Group Reading Teacher's Guide: 82, 97, 132, 152, 157, 167, 202, 207
b.	Decode regularly spelled one-syllable words.	Comprehensive Teacher's Guide: 502–503, 508–509, 510–511, 512–513, 514–515, 518–519, 520–521, 524–525, 526–527 Small Group Reading Teacher's Guide: 178
c.	Know final -e and common vowel team conventions for representing long vowel sounds.	Comprehensive Teacher's Guide: 238, 244, 246, 247, 248, 250, 262, 272, 278, 280, 281, 282, 284, 296, 304, 310, 312, 313, 314, 316, 328 Small Group Reading Teacher's Guide: 87, 92, 102, 107, 112, 117, 122, 127, 137, 142, 147
d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Comprehensive Teacher's Guide: 24
e.	Decode two-syllable words following basic patterns by breaking the words into syllables.	Comprehensive Teacher's Guide: 28
f.	Read words with inflectional endings.	Comprehensive Teacher's Guide: 40, 50, 282, 293, 488
g.	Recognize and read grade-appropriate irregularly spelled words.	Comprehensive Teacher's Guide: 8, 24, 40, 50, 56, 61, 74, 90, 106, 122, 140, 156, 172, 188, 206, 222, 238, 254, 272, 288, 304, 320, 338, 354, 370, 386, 404, 420, 436, 452, 470, 486, 502, 518, A34

**Houghton Mifflin Harcourt *Literacy by Design* correlated to the
Common Core State Standards Initiative for English Language Arts, Grade 1**

Standard	Descriptor	Citations
	Fluency	
4.	Read with sufficient accuracy and fluency to support comprehension.	
a.	Read on-level text with purpose and understanding.	Comprehensive Teacher's Guide: 60, 258, 324 Small Group Reading Teacher's Guide: 69, 89, 144, 159, 199, 229, 269, 279, 314, 319
b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Comprehensive Teacher's Guide: 126, 292, 490 Small Group Reading Teacher's Guide: 4, 9, 84, 134, 179, 204, 249, 284, 289
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Comprehensive Teacher's Guide: 239, 244–245, 248, 260, 292–293 Small Group Reading Teacher's Guide: 128

Standard	Descriptor	Citations
Writing Standards		
	Text types and Purposes	
1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Comprehensive Teacher's Guide: 207, 213, 215, 227, 347, 349, 359 Small Group Reading Teacher's Guide: 30, 75, 125, 140, 170, 190, 270
2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Comprehensive Teacher's Guide: 49, 51, 53, 61, 63, 445, 447, 449, 457, 459
3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Comprehensive Teacher's Guide: 19, 21, 29, 31, 117, 119, 127, 129, 313, 315, 317, 325, 327, 351 Small Group Reading Teacher's Guide: 80
	Production and Distribution of Writing	
4.	(Begins in grade 3)	
5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Comprehensive Teacher's Guide: 107, 113, 123, 125, 141, 147, 157, 159, 239, 245, 255, 257, 273, 279, 289, 291
6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Comprehensive Teacher's Guide: 371, 377, 387, 389, 395, 429, 461, 471, 477, 487, 495, 527

Standard	Descriptor	Citations
	Research to Build and Present Knowledge	
7.	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Comprehensive Teacher’s Guide: 49, 61, 445, 447, 449, 457, 459
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Comprehensive Teacher’s Guide: 283, 285, 293, 295, 415, 417, 425, 427 Small Group Reading Teacher’s Guide: 120, 155, 160, 190, 200
9.	(Begins in grade 4)	N/A
	Range of Writing	
10.	(Begins in grade 3)	N/A

Standard	Descriptor	Citations
Speaking and Listening Standards		
	Comprehension and Collaboration	
1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Students are reminded to use good listening skills with their partners, to listen carefully to their partners, and to use active listening. Representative pages: Comprehensive Teacher's Guide: 9, 28, 30, 41, 60, 62, 75, 94, 96
b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Students discuss through the Turn and Talk activity and critique writing through Writing Share. Representative pages: Comprehensive Teacher's Guide: 9, 15, 18, 19, 30, 33, 41, 47, 51, 56, 60, 62, 65 Comprehensive Teacher's Guide: 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40
c.	Ask questions to clear up any confusion about the topics and texts under discussion.	Comprehensive Teacher's Guide: 48–49, 50–51, 52–53, 56–57, 58–59, 62–63, 64–65, 94–95, 312–313, 314–315, 316–317, 320–321, 322–323, 326–327, 328–329, 358–359 Small Group Reading Teacher's Guide: 3, 43, 53, 163, 168, 218, 223
2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Comprehensive Teacher's Guide: 40–45, 46–47, 304–309, 310–311 Small Group Reading Teacher's Guide: 193, 313
3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Comprehensive Teacher's Guide: 75, 76, 77, 239, 240, 241, 437, 438, 440

Standard	Descriptor	Citations
	Presentation of Knowledge and Ideas	
4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Comprehensive Teacher's Guide: 415, 423, 447, 455, 481
5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Small Group Reading Teacher's Guide: 30, 110, 130, 155, 160, 170, 205, 225, 255, 275, 305, 320
6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Comprehensive Teacher's Guide: 51, 93, 117, 159, 489, 521

Standard	Descriptor	Citations
Language Standards		
	Conventions of Standard English	
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a.	Print all upper- and lowercase letters.	Comprehensive Teacher's Guide: 250, A36–A39 Small Group Reading Teacher's Guide: 34, 99
b.	Use common, proper, and possessive nouns.	Comprehensive Teacher's Guide: 183, 191, 217, 225, 249
c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Comprehensive Teacher's Guide: 257
d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	Comprehensive Teacher's Guide: 304, 311, 357, 381, 389
e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Comprehensive Teacher's Guide: 40, 283, 291, 315
f.	Use frequently occurring adjectives.	Comprehensive Teacher's Guide: 206, 213, 415, 423, 447, 455
g.	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Comprehensive Teacher's Guide: 116, 127, 404, 411, 513
h.	Use determiners (e.g., articles, demonstratives).	Comprehensive Teacher's Guide: 172, 179
i.	Use frequently occurring prepositions (e.g., during, beyond, toward).	Comprehensive Teacher's Guide: 338, 340, 370, 377
j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Comprehensive Teacher's Guide: 93, 117, 125, 159, 489, 513, 521 Small Group Reading Teacher's Guide: 10

**Houghton Mifflin Harcourt *Literacy by Design* correlated to the
Common Core State Standards Initiative for English Language Arts, Grade 1**

Standard	Descriptor	Citations
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a.	Capitalize dates and names of people.	Comprehensive Teacher's Guide: 191, 217, 225, 316 Small Group Reading Teacher's Guide: 214
b.	Use end punctuation for sentences.	Comprehensive Teacher's Guide: 151, 184, 437, 443, 445, 453, 455, 457, 459 Small Group Reading Teacher's Guide: 229, 239, 244
c.	Use commas in dates and to separate single words in a series.	Small Group Reading Teacher's Guide: 310
d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	A new ten-word spelling list appears each week. Representative pages: Comprehensive Teacher's Guide: 8, 24, 40, 56, 74, 90, 106, 122, A34
e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Comprehensive Teacher's Guide: 40, 48, 140, 148, 238, 246, 338, 346, 452, 456
Knowledge of Language		
3.	(Begins in grade 2)	N/A
Vocabulary Acquisition and Use		
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
a.	Use sentence-level context as a clue to the meaning of a word or phrase.	Comprehensive Teacher's Guide: 13, 45, 111, 177, 309, 375, 441
b.	Use frequently occurring affixes as a clue to the meaning of a word.	Comprehensive Teacher's Guide: 282, 293, 488
c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Comprehensive Teacher's Guide: 40, 50, 282, 293, 488

Standard	Descriptor	Citations
5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Small Group Reading Teacher's Guide: 153, 198
b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Small Group Reading Teacher's Guide: 153, 198, 273
c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Small Group Reading Teacher's Guide: 144
d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Writer's Handbook: 15
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Comprehensive Teacher's Guide: 13, 45, 111, 116, 127, 177, 309, 375, 404, 411, 441, 513, 521